



Riverview Elementary School

9308 Winter Gardens Blvd. • Lakeside, CA 92040 • (619) 390-2662 • Grades 2-5

Brian Thurman, Principal

bthurman@lsusd.net

<http://www.lsusd.net/Domain/690>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Lakeside Union School District

12335 Woodside Ave.

Lakeside, CA 92040

(619) 390-2600

<http://www.lsusd.net/site/default.aspx?PageID=1>

District Governing Board

John Butz

Holly Ferrante

Andrew Hayes

Bonnie LaChappa

Rhonda Taylor

District Administration

Dr. Andy Johnsen

Superintendent

Dr. Kim Reed

**Assistant Superintendent of
Educational Services**

Erin Garcia

**Assistant Superintendent of
Business Services**

School Description

Riverview Elementary School is a public school located in Lakeside in San Diego County. This unique school, offers two distinct immersion models with a 21st Century skills focus. The mission of the school is to provide students with a world-class immersion program such that they can speak, read, and write in multiple languages: to prepare them for an ever-developing world of technology, cultivate an awareness and respect for other cultures, and empower them as future leaders of a global society. This mission is based on the following beliefs: 1) The understanding of multiple languages and cultures promotes the development of multiculturalism and a harmonious world, 2) All students should have an opportunity to receive the best possible education and to see themselves as global students who understand the value and potential of their multicultural skills.

At Riverview, students are taught in Spanish, Mandarin and English. Students are taught these three languages for two distinct reasons. A person able to speak Mandarin, Spanish, and English can communicate with approximately 75 percent of the world's population. This is a great advantage in a global society. In addition, teaching students in these three languages, stimulates different parts of the brain and provides students the neural capacity to learn character-based and tonal languages as well as alphabet-based languages. Research shows that younger is better when learning languages and there are numerous cognitive and educational benefits resulting from multilingualism.

Riverview Elementary's immersion models are unique in the world. In the Spanish Immersion model, students receive 100 percent instruction in Spanish including Mandarin enrichment in kindergarten and first grade. English instruction is initiated in grade two (2) at approximately 10 percent of the instructional time and Mandarin increases to 30 minutes, three times a week. The percentage of English instruction increases through the grades. Chinese instruction continues three times a week for forty minutes. All language instruction begins in kindergarten and progresses through the fifth grade. Students continue their language studies at Lakeside Middle School and Tierra del Sol Middle School. The second model is the Chinese immersion model. In this model, students receive half of their instruction, K-5, in Mandarin and the other half in English including Spanish enrichment lessons as well.

Multilingualism is not the only focus in helping fulfill the mission of this unique program. Twenty-first century skills and technology are also an important focus. Technology is considered a fourth language and students use different forms of technology and multimedia beginning in kindergarten. Additionally, students are taught to think critically, collaborate, and use their creativity on a daily basis. The arts and PE are integrated daily to ensure the whole child is educated. The Seven Habits, Leader in Me program teaches students to take responsibility through leadership, for their learning and their school. Through careful planning and integration of content, language, and 21st-century skills, Riverview staff, students, and families have created an exceptional educational program that is preparing students to be future global leaders.

Brian Thurman, PRINCIPAL

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 2	163
Grade 3	163
Grade 4	136
Grade 5	153
Total Enrollment	615

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.5
Asian	3.9
Filipino	0.5
Hispanic or Latino	27.2
Native Hawaiian or Pacific Islander	0.8
White	61.1
Socioeconomically Disadvantaged	20.7
English Learners	0.8
Students with Disabilities	5.5
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Riverview Elementary School	16-17	17-18	18-19
With Full Credential	28	28	28
Without Full Credential	2	0	1
Teaching Outside Subject Area of Competence	0	0	0
Lakeside Union School District	16-17	17-18	18-19
With Full Credential	♦	♦	281
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Riverview Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

Textbooks and Instructional Materials Year and month in which data were collected: 10/2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Maravillas, McGraw-Hill; adopted in 2015</p> <p>Wonders, McGraw-Hill, adopted in 2014</p> <p>California Treasures, McMillan/McGraw Hill; adopted in 2010</p> <p>CA Tesoros (Spanish), McMillan/McGraw Hill; adopted in 2010</p> <p>Chinese Wonderland & Singapore Chinese, both adopted in 2013</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Everyday Mathematics, McGraw-Hill; adopted in 2015</p> <p>Matematicas Diarias, McGraw-Hill; adopted in 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Ciencias - Spanish, Pearson; adopted in 2007</p> <p>Full Option Science System, Delta Education</p> <p>Science and Technology for Children, Carolina Biological</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>History Social Science for California, Scott Foresman; English and Spanish, adopted in 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science Laboratory Equipment	<p>N/A</p> <p>The textbooks listed are from most recent adoption: N/A</p>

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Riverview is in excellent condition and well maintained. Riverview was built in the 1950s. Riverview undergoes maintenance on a regular basis. An online system of work orders is used to facilitate maintenance requests. The district maintenance crew responds quickly and is very proactive in maintaining and improving the campus.

Modernization construction occurred several years ago. During modernization, all walls, roofs, floors, plumbing, and electrical were updated to reflect current demands including technology upgrades. SMART Boards were added to every classroom along with other high quality technology upgrades. Restrooms and fire alarm systems were updated, along with heating and cooling systems, to ensure energy efficient use. Sites are cleaned daily and any graffiti removed immediately by custodial staff. New portable classrooms were added to accommodate the growth of the school.

The parking and pick-up areas were redesigned two years ago to accommodate an increase in traffic due to increasing enrollment. Parking and pick-up procedures were redesigned to ensure student safety.

Several years ago, significant concrete and landscape work was completed to enhance both the safety and the aesthetics of the campus. A Peace Pole and PeaceBuilders mural add to the culture on the campus. Six years ago, parents and community volunteers worked along side district and school site staff to create a beautiful, safe and modern new play structure, outdoor classroom, picnic tables, and planter benches for our students to enjoy.

In 2011, a Farmer’s Market Garden was planted behind the new portables for growing fruits and vegetables. All classrooms are invited to visit the garden for science lessons, or to read a book or work independently in a small group. Riverview teaches The Seven Habit’s Leader in Me program to all students and the Habits play a significant role in establishing the culture of the school. Student leadership is also a significant part of the Riverview experience with students participating in a Lighthouse team that provides subcommittees of students to lead campus safety/security, yearbook, annual kickball tournament, and various other opportunities around the school.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we’ve answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: January, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	62.0	66.0	52.0	53.0	48.0	50.0
Math	64.0	66.0	38.0	41.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.9	25.8	49.7

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	446	437	97.98	65.68
Male	202	201	99.50	61.19
Female	244	236	96.72	69.49
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100.00	87.50
Filipino	--	--	--	--
Hispanic or Latino	126	125	99.21	51.20
Native Hawaiian or Pacific Islander	--	--	--	--
White	273	266	97.44	70.68
Two or More Races	19	19	100.00	68.42
Socioeconomically Disadvantaged	96	93	96.88	50.54
English Learners	15	15	100.00	66.67
Students with Disabilities	42	38	90.48	36.84
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics				
Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	446	437	97.98	65.9
Male	202	201	99.5	69.65
Female	244	236	96.72	62.71
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100	87.5
Filipino	--	--	--	--
Hispanic or Latino	126	125	99.21	55.2
Native Hawaiian or Pacific Islander	--	--	--	--
White	273	266	97.44	69.17
Two or More Races	19	19	100	73.68
Socioeconomically Disadvantaged	96	93	96.88	49.46
English Learners	15	15	100	86.67
Students with Disabilities	42	38	90.48	42.11
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Parents are viewed as partners in their child's education at Riverview Elementary School. Parents and community members are encouraged to become partners with the school as room parents, volunteers, and PTSA members. These opportunities include programs facilitated and implemented by parents; such as Everyone a Reader which helps students read more and develop a love of reading.

Opportunities for parents in the governance of the school include service on the School Site Council and District Advisory Committee. Riverview staff and parents participate in the LCAP process at the district and site levels to help develop goals and a plan to guide the work of the district and site.

Educational events bring the school, families, and the community together. The largest of these events is the International Fair. Last year, approximately 1,500 people attended the International Fair. Additional significant events include a Jog-a-Thon, Fall Festival, and guest readers celebrating Love of Reading Week, a Science Night celebrating Eye on Science Week, and a Chinese New Year Celebration. Other opportunities for parental involvement include student performances, book fairs, PTSA Founder's Day community service celebration, bi-annual parent-teacher conferences, Parent Information Nights, and Open House.

With the help of PTSA, Riverview is able to provide exciting field trips each year for each child. Parents are encouraged to chaperone field trips. The PTSA also helps the school provide high quality assemblies, Mad Science for Eye on Science Week, and performing arts activities. Additionally, parents have the opportunity to host international students as they visit the United States to attend Riverview Elementary School.

Parental involvement is one of the greatest strengths of the Riverview program. Every day, parents make a difference for their children and all children on the Riverview campus. Contact people include our PTSA president and our volunteer coordinator. Please contact the school office for additional information.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The Riverview Elementary campus is a safe and secure campus. A perimeter fence deters entrance except in front of the office. All visitors, including parents, must sign in on a computerized screening program from Ident-a-Kid and wear a badge. The principal, staff, and a morning and lunch campus supervisor monitor campus security consistently throughout the school day. Security cameras also help to monitor campus safety.

The Riverview Elementary School Safety Plan is a complete Safety Plan covering all areas designated by the state of California. The safety plan addresses the physical environment, social environment and culture, emergency/disaster procedures, and school board policy and procedures. The safety plan is broken down into four key areas: mitigation and prevention, preparedness, recovery, and response. Safety procedures including fire, disaster and lockdown drills are practiced through the year. The complete plan is on file, updated annually, and available at the school office. The staff reviews the plan before school starts, and changes are made to accommodate any new staff members and then drills are practiced throughout the school year. A flip chart outlining LUSD emergency procedures is posted in each classroom and the office.

Practice and training is ongoing with disaster drills varying in the type of disaster on a bi-monthly basis. The Blackboard Connect-Ed system is used for emergency communication. The system can be used with or without power from a cell phone, providing instant information to all parents. Community safety meetings are held with representatives from Riverview, PTSA, Sheriff’s Department, Highway Patrol, Fire Department, and San Diego County to discuss safety issues for each of the sites. These meetings are designed to bring together local police and fire officials, planning officials, district and site administration to discuss and address safety issues concerning schools.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.5
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.3	1.3	2.8
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.25
Psychologist	1
Social Worker	0
Nurse	0.4
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1.5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
2	24	22	23		1		7	7	7			
3	23	22	23	1			7	7	7			
4	27	26	27				5	6	4			
5	28	26	26				5	6	7			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Professional development occurs several days before school starts as well as throughout the year. Professional Development has included higher level questioning strategies, common core instruction, Learning Headquarters Common Core Writing instruction, Math Transformations, immersion strategies and assessment, and technology. Professional Learning Communities and opportunities for teachers to share data results and collaborate around best practices occur monthly.

Across the District:

SCIENCE –

The primary areas of focus for staff and administrator development have been related to the adoption of the Next Generation Science Standards (NGSS) and moving teachers and administrators into implementation. Focus areas include: 1) Building leadership capacity, 2) Scaling up Professional Learning and Support to include all district teachers, 3) Planning instruction aligned to the Next Generation Science Standards, 4) Collaborative planning tools for instruction, and 5) Addressing supplemental instructional materials.

Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Professional Learning for the 2018-2019 school year will address all levels/cohorts of teachers and administrators in the district through continued leadership, pedagogy, and content training. This will occur primarily through science lesson study for all TK-8 teachers of science to include MS ELA teachers, an intensive summer institute, district Professional Development days, and a review of publisher materials.

Core Leadership Team and established Teacher Leaders will continue to receive training in the areas of Leadership, Facilitation of Professional Learning for their peers, and deepening understanding of NGSS innovations, planning, and pedagogy via the NGSS Early Implementation Initiative Program. "Expansion" (all other district teachers) teachers will be provided NGSS professional learning facilitated by their district Teacher Leader peers through the established lesson study model, Summer Institute opportunities, and district PD days.

Other opportunities for science professional learning include supplemental material/planning work supported by a CA Regional Environmental Education Community (CREEC) partnership, and instructional material evaluation.

Administrator professional learning will address NGSS innovations, strategies to identify and support high quality science instruction (observations and feedback) and sustainability. This support will occur both on site and through district management meetings via the Early Implementer Initiative.

Next Generation Science Standards Teacher Leaders, Expansion Teachers, and administrators are supported via NGSS Early Implementation Initiative Project Director, on-site Core Leadership Team members and/or Teacher Leaders.

MATH –

LUSD focused on mathematics as a professional development goal in response to low performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics.

Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group site-based coaching/mentoring, and 3) Conference attendance.

Teachers are supported in refining their mathematics instruction and use of curriculum materials through: 1) Workshops focused on the content and pedagogy relevant to the math content they teach, vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on unit and lesson design with their curriculum materials (within school and cross-school), 3) In-class coaching both in one-on-one and small groups, and 4) Lesson Study in grade-level groups. Additionally, principals attend all teacher professional learning activities and receive additional training from a leadership perspective.

Social/Emotional/Behavioral Support -

Social-emotional learning and support and behavioral support are focus areas in the 18-19 school year. PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. Two Behavior Specialists and two Behavior Intervention Aides are also available to support students with the most intensive behavioral needs. Two MTSS Teachers on Special Assignment (TOSAs) were added to support the development of social/emotional/behavioral intervention systems at four of our Elementary sites.

Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSAs are also available to coach on classroom management strategies and student behavior plans.

Leadership -

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 2018-2019 school year. Teacher leaders (Facilitators) from each site received training in mentoring and coaching as well as content support in mathematics and 21st Century Learning. The Facilitators, in turn, provide on-site coaching to their respective staffs.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,399	\$48,064
Mid-Range Teacher Salary	\$70,528	\$75,417
Highest Teacher Salary	\$105,680	\$94,006
Average Principal Salary (ES)	\$110,882	\$119,037
Average Principal Salary (MS)	\$121,177	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$203,490	\$183,692
Percent of District Budget		
Teacher Salaries	36.0	36.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5177		5177	59382
District	◆	◆	8456	\$72,253
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-48.1	-18.9
Percent Difference: School Site/ State			-23.8	-22.2

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

The district's expenditures include funds for general education, special education, and specially funded projects but do not include facilities costs or deferred maintenance. Approximately three-fourths of the revenues go toward the salaries of teachers, specialists, auxiliary personnel, books, supplies, and equipment.

Riverview offers exceptional programs for its students despite the impact on budgets this past year. State funding is used for curriculum to support instruction towards mastery of the Common Core State Standards, integrating Spanish and Mandarin with Common Core Content Standards.

District funds provide for instrumental music instruction in the upper grades for interested students. PTSA funds help pay for additional visual, dance, and music artists. PTSA funds also help pay for high-quality online learning tools and field trip opportunities for every child. Riverview also offers incredible student leadership programs for over 200 students including the Student Lighthouse Team, for 4th and 5th grade students and the Challenge class for students who excel in their target language and English.

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA).

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding from Local Control Funding Formula Base and Supplemental funds, State Lottery funds, and Library/Literacy funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.